Implementation of Character Education During The Covid-19 Pandemic At Smp Negeri 2 Koto Gasib Siak District

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Abstract:
Background: This study aims to determine the implementation of character education during the COVID-19 pandemic. This research was conducted at SMP Negeri 2 Koto Gasib, Siak District.
Materials and Methods This research method is qualitative with interview method. The type of data in this study is primary data sourced from school headmaster, teachers and students as well as parents and guardians of students. **Results**: Planning for character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak has well planned process that refers to the vision and mission, including character education in the RPP and socialization of character education programs during the COVID-19 pandemic. Implementation of educational character in the carrying full by all components of the school, which is the head of the school, the teachers, the participant students and the elderly. This activity is still carried out even though in limited circumstances during the COVID-19 pandemic. The habit of character education is maximized through online learning by subject teachers who are assisted by the role of parents from home through discussions between teachers and students' parents so that the student's character is still monitored quite well. Evaluation of character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak is implemented through evaluation by the school, monitoring of teachers and involving parents in online learning.
Conclusion: The results of this research indicate that the planning of character education is well planned following the applicable rules, the implementation of character education is supported by all school components and the evaluation of character education is carried out by the school involving parents in online learning.
Key Word: Character education; Covid-19 pandemic; online learning;

Date of Submission: 01-01-2022   Date of Acceptance: 12-01-2022

I. Introduction

Education functions to develop and assist the character and civilization of a dignified nation in the context of educating the nation. In line with the function of education, character education is an attempt to influence one's character. Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for every consequence of the decisions made.

Character education aims to develop the potential of students to become human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Character education has the aim of instilling values in students and reforming the order of living together that respects individual freedom. In line with this, character building and character education are a must because education not only makes students smart, but also has character and manners, so that their existence as members of society becomes meaningful both for themselves and for others (Taqiudin Zarkasi and Al Kusaeri , 2018: 2). Character building through education is used as one of the best solutions so that future challenges can be answered, so that character-based education implementation policies are used as a nation's strength.

 Formal education is a very strategic way to shape the younger generation into Indonesian people with full character and character. School is one of the institutions providing formal education in Indonesia. Instilling character values through the path or aspect of education in schools/madrasas is one of the ways or ways that are

considered the most effective in finding solutions to the problem of decreasing human moral/moral values (*moral decadence*). This is due to character education (*character building)* educating someone to have a culture of thinking and behaving well and working together as family members, community members, and citizens. It is undeniable that education in the field of faith and piety will shape Indonesian people with high personality and character.

Character education is education that instills habits about good things radiated in humans, both psychological traits, morals or good character which are reflected in attitudes and behavior continuously. The formation of these characters can be done through example, intervention, habituation, and reinforcement that is carried out continuously so as to produce a culture of the school. Character education is all efforts made by teachers, which are able to influence the character of students. The teacher's task is to shape the character of students which includes example, teacher behavior, how the teacher conveys, and how to tolerate, this is still being carried out even in learning during the COVID-19 pandemic.

There are three important things in implementing character education during the COVID-19 pandemic, namely planning character education, implementing character education, and evaluating character education. *First* , planning functions as a guide for implementation and control, as well as determining the strategy for implementing activities, determining goals or frameworks of action to achieve certain goals. Planning is made at the beginning of each new school year. The material is stated in the syllabus and lesson plans. The syllabus clearly discusses the values of the nation's character, especially nationalism, integrity, independence, mutual cooperation, and religious.

Based on the description at the top of the researchers interested to undertake further research to discover the extent to which the school as a formal educational institution to perform its role in implementing character education in SMP Negeri 2 Koto Gasib during the pandemic COVID-19 entitled "Implementation of Character Education In The Pandemic COVID- 19 at SMP Negeri 2 Koto Gasib, Siak District".

The purpose of this research is to describe the analysis related to (1) Planning for character education for students during the COVID-19 pandemic at SMP Negeri 2 Koto Gasib. (2) Implementation of character education for students during the COVID-19 pandemic at SMP Negeri 2 Koto Gasib (3) The results of the implementation of character education for students during the COVID-19 pandemic at SMP Negeri 2 Koto Gasib.

II. Methods

Methods this study was conducted with a qualitative, with finding and using data in the form of words written or oral, the phrase, the opinion of the subject of the research, of the people and behaviors that can be observed. Field Data obtained through documentation, observation and interview. Data analysis technique used through four stages, namely data collection, data reduction, data presentation, and conclusion.

III. Result
Planning for Character Education During the COVID-19 Pandemic At SMPN 2 Koto Gasib, Siak District

Suharsemi and Lia Yuliana (2017:13) argue that planning is a process of preparing a series of decisions to take action in the future directed at achieving goals with optimal means. This planning concerns what is carried out, when it is carried out, by whom, where and how it is carried out. Furthermore, Gaffar (1987) in Syaiful Sagala (2009: 56) suggests planning is the process of making various decisions that will be carried out in the future to achieve the specified goals. It can be understood that planning is a compilation or mapping by utilizing existing resources to apply predetermined goals .

Based on the Regulation of the Minister of Education and Culture No. 22 of 2016 concerning the standard of primary and secondary education processes, as well as the circular letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of *corona virus disease* (COVID-19), the planning of character education during the COVID-19 pandemic is the preparation or written mapping contained in the Syllabus and RPP. Character education planning is made in an integrative or integrated manner with school work program planning. The school work program is structured to achieve the school's vision, mission, goals, and objectives as well as fulfill the qualifications of the eight national education standards (content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards).

The character education program at SMPN 2 Koto Gasib, Kec. Koto Gasib Kab. This Siak was implemented before COVID-19. After the pandemic, it was still carried out, but through online and offline learning activities while still containing character values to shape the character of students. Planning includes various activities such as preparing lesson plans (RPP). Values to be achieved, developing online and offline learning implementation plans during the COVID-19 period for each activity at school (objectives, materials, facilities, schedules, instructors/facilitators, implementation approach, evaluation), preparing supporting

facilities for implementing character building programs in schools in times of covid. In learning planning, the teacher always provides worksheets, textbooks and provides different learning models. Learning is done through learning videos and giving assignments. Giving LKS or textbooks is expected that students can learn on their own so that they can grow independent characters. In the implementation of learning, teachers can direct students to think critically, do group learning, and form good communication between students and teachers (Rahmat, Sepriadi, & Daliana, 2017). A teacher must always instill character so that students become better in their personalities. Then, in the assessment in the process of online learning activities, the teacher can only see the value of student discipline. This happens because the collection of assignments is seen from the hours of collecting student work.

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Character development of students can be done by getting used to certain positive behaviors in everyday life. Habituation is a process of forming attitudes and behaviors that are relatively permanent and automatic through a learning process that is repeated, either done together or alone. It will also produce a competence. Character development through this habituation can be done on a scheduled or unscheduled basis both inside and outside the classroom. Habituation activities at school consist of routine, spontaneous, programmed and exemplary activities. Character strengthening activities through habituation at SMPN 2 Koto Gasib Kec. Koto Gasib during the COVID-19 pandemic was carried out through habituation to participate in online learning, habituation of worship in the form of fardhu prayers and habituation to study on time according to the given schedule.

Character education through collaboration with parents is one of the supporters in the implementation of character education during the COVID-19 pandemic. at SMPN 2 Koto Gasib Kec. Koto Gasib, parental cooperation in relation to character education in the form of parental involvement in controlling student activities at home and discipline in reporting assignments, online activities and communication via *WhatsApp* .

Evaluation of Character Education During the COVID-19 Pandemic At SMPN 2 Koto Gasib, Siak District

According to Syaiful Sagala (2009: 70), to ensure that all programs and activities have been and are being implemented as planned, each organization carries out supervision or control, one of which aims to avoid deviations between plans and implementation. Supervision is associated with efforts to control, foster and straighten. Furthermore, Syaiful Sagala stated that the target of supervision is the behavior of individuals as people who process the smooth running of learning activities and there are no deviations. he activities in the evaluation of character education during the COVID-19 pandemic through learning include data such as attendance quantity, accuracy in handing over assignments, decreasing juvenile violence/ delinquency behavior, cooperation, academic achievement, respect for hard work and honesty, as well as discipline issues. Carrying out this evaluation requires an open, honest attitude, and continuous training from all parties involved. Evaluation of character education must be carried out objectively, meaning that it is based on facts and data that are found and disclosed honestly. For this reason, continuous training is needed from all parties involved to be skilled in using evaluation methods that are in accordance with school situations and conditions. The essence of evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in order to make decisions.

The purpose of the evaluation is to obtain a basis for consideration, ensure an effective and efficient way of working, and obtain solutions to the obstacles experienced. Evaluation of the management of strengthening the character education of students through monitoring activities on the implementation of activities by carrying out reflection, analysis and follow-up plans.

Based on this explanation, it is in accordance with the theory that has been described. The evaluation of the character education program through learning has seven stages carried out by SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak during the COVID-19 pandemic, starting from assessing student attendance online and offline, student discipline in doing and collecting online and offline assignments, decreasing student ditching activities, cooperation and mutual cooperation among others, academic achievement, respect, hard work and honesty when learning both online and face-to-face/assignments (offline). The teacher conducts an assessment written in the form of a special assessment sheet, both attitudes, knowledge and skills of students. Assessment is one of the important aspects in the character education process, so that students can form the competencies and characters that are expected to be optimal, because many students who get low scores, below standards or behave (characters) that are not in accordance with the norms of life will affect the effectiveness of education character as a whole.

IV. Discussion

Analysis of Character Education Planning During the COVID-19 Pandemic At SMPN 2 Koto Gasib, Siak District

The analysis of character education planning in the learning process during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak in Koto Gasib District, Siak Regency are as follows:

According to Machful (2015), three educational centers are the right means in shaping students. This is done by instilling character values consistently both when students are in the family environment, school environment and community environment. With consistency, the expected character can be embedded well so that a good character is formed as well. Based on the results of interviews about character education planning during the COVID-19 pandemic at SMPN 2 Koto Gasib, Kec. Koto Gasib which is examined more deeply, namely the planning process, including the following:

The character education program is planned to be implemented in a school program where all activities must refer to the school's vision, namely "The realization of high-achieving schools with noble character and culture based on faith and piety", in the conditions of the COVID-19 pandemic, the school determines that learning is carried out remotely by prioritizing character education in accordance with the school's vision and mission. In this case, the planning process is appropriate, namely prioritizing educational goals, namely character education during the COVID-19 pandemic.

Character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of character and noble character of students in a complete, integrated, and balanced manner, in accordance with the competency standards of graduates in each educational unit. Character education cannot be partial or separate from the curriculum building, but is included and contained in the school curriculum. SMPN 2 Koto Gasib Kec. Koto Gasib has included character education in the school curriculum. In the implementation of distance learning at SMPN 2 Koto Gasib, Kec. Koto Gasib has followed the learning instructions during the COVID-19 pandemic.

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The researcher gives an understanding of character education as a conscious and planned effort in creating an atmosphere and process of potential empowerment and also civilizing students to build personal character that is responsible, moral and has good character. Implementation of policies related to character education during the COVID-19 pandemic, especially in character education management functions at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak is explained as follows:

Principals have roles and responsibilities in carrying out their functions to plan character education, organize character education, carry out character education, and supervise character education. The principal as the spearhead in the success of character education at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak. The activities of the principal as the spearhead are very important in fostering togetherness with all school staff. In drafting of planning educational character of the school principal is assisted by the vice principal and all the teachers in optimizing pe planning of the educational character of the school, the head se school graduation referring to and in accordance with the design implementation of character education that was developed by the Ministry of Pen -trained National although not optimal implementation in the field.

The steps for implementing character education during the COVID-19 pandemic include:

(1) Planning, namely identifying the types of activities in schools that can realize character education, developing character education materials for each type of activity in schools, developing implementation plans for each activity, and preparing supporting facilities for the implementation of character education programs;

(2) Implementation, namely integrated character building with learning in all subjects, integrated character building with school management, integrated character formation with educational activities; and

(3) Monitoring and evaluation, namely activities to monitor the process of implementing character education programs, which focus on the suitability of the implementation process of character education programs based on predetermined stages or procedures (Fathurrohman, 2013: 193)

In the implementation of character education, learning plans are developed to coordinate the characters to be formed with other learning components such as basic competencies, learning objectives, learning activities, and assessments. This theory is in accordance with the results of research findings in which all of these components have been planned in learning, namely the online and offline COVID-19 RPP. The program for strengthening character education at SMPN 2 Koto Gasib, Kec. Koto Gasib Kab. Siak during the COVID-19 pandemic was carried out through online and offline learning where the planning of the learning program had to adjust to conditions, namely government directives by shortening student learning time (shortened RPP). Online learning is carried out using media such as *whatsapp groups* and google classroom, while for offline learning the teacher gives assignments, observations of the surrounding environment, media, books, and provides learning by visiting students and following health protocol rules such as keeping distance, washing hands and

wearing masks in implementation. Facilities that support character education planning through online learning are the availability of communication media and learning media used for learning.

Character education based on school culture, both online and offline, is still there, namely continuing to prioritize religious values in the midst of this COVID-19-new normal pandemic. During this COVID-19, schools continue to collaborate with parents to monitor learning activities at home and always remind their children to comply with health protocols. Habituation activities need to be emphasized to shape the mindset and character of children indirectly by placing them in the same situation repeatedly every day and many times.

Analysis of Character Education Implementation During the COVID-19 Pandemic at SMPN 2 Koto Gasib, Siak District

Supervision or evaluation is a management function that is no less important in an organization. All previous functions will not be effective without a supervisory function. Supervision is the overall effort to observe the implementation of operational activities in order to ensure that these activities are in accordance with a predetermined plan. Evaluation of character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib is carried out by the school, both principals, teachers, and employees. All work together to conduct periodic evaluations, both incidentally and routinely.

The involvement of parents in character education during the COVID-19 pandemic at SMPN 2 Koto Gasib, Kec. Koto Gasib includes: the activeness of parents in attending the socialization at the beginning of the school year, the activeness of parents in monitoring student learning by sending videos of student activities and the example of parents while at home. In addition, the form of parental involvement is in conducting questions and answers or discussions in *the* class *Whatsapp group* . Evaluation of character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib is also carried out through monitoring in online learning (on the network). This is carried out to measure the achievement of character education in children, ranging from discipline in attendance at zoom meetings, discipline in carrying out assigned tasks, confidence in interacting online and being polite while participating in online learning.

V. Conclusion

Based on the data collected and the results of the analysis, it can be concluded that the implementation of character education policies at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak that:

1. Planning for character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak has gone through a planning process that refers to the vision and mission, including character education in the RPP and socialization of character education programs during the COVID-19 pandemic.
2. Implementation of educational character in the carrying full by all components of the school, which is the head of the school, the teachers, the participant students and the elderly. This activity is still carried out even though in limited circumstances during the COVID-19 pandemic. The habit of character education is maximized through online learning by subject teachers who are assisted by the role of parents from home through discussions between teachers and students' parents so that the student's character is still monitored quite well.
3. Evaluation of character education during the COVID-19 pandemic at SMPN 2 Koto Gasib Kec. Koto Gasib Kab. Siak is implemented through evaluation by the school, monitoring of teachers and involving parents in online learning.

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